Building Bridges to Peace and Prosperity: Education and Training for Action

BEPS

Building Bridges to Peace and Prosperity
Education and Training for Action

Basic Education and Policy Support (BEPS) Activity

CREATIVE ASSOCIATES INTERNATIONAL

In collaboration with CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK

Workshop Summary

Building Bridges to Peace and Prosperity: Education and Training for Action

USAID Education and Training Workshop

George Washington University
Marvin Center
Washington, DC
August 11-15, 2003

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Workshop Document
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I.   Purpose of Summary Document

USAID's Office of Education in the Economic Growth, Agriculture, and Trade Bureau (EGAT) recently held its biennial education and training workshop entitled, "Building Bridges to Peace and Prosperity: Education and Training for Action," at the George Washington University Marvin Center in Washington, DC from August 11-15, 2003. The purpose of this report is to capture the main highlights of the workshop and to provide USAID staff and participants with a useful summary of the workshop, including information about participants, presenters, workshop themes, presentations, and sessions of particular interest. Ultimately, the report will serve as a resource that USAID staff and participants can refer to if they would like to learn more about the themes and issues discussed at the workshop. To support this purpose, this report includes informational sections on the background and purpose of the workshop; agenda summary; list of attendees; themes of the workshop; summaries of selected sessions and plenaries; workshop highlights; and successes and lessons learned. In addition, the accompanying CD-Rom will include the complete workshop agenda, names and contact information of participants and presenters, session descriptions, and PowerPoint presentations.

II.   Background and Purpose of the Workshop

At least 10 USAID missions will begin education programming in FY2003-2004, and a number of others will expand the scope of existing activities. As the prominence of education increases, training and multi-sectoral collaboration takes on greater urgency. Building on the success of the "No One Left Behind" workshop in 2001, the purpose of the "Building Bridges" workshop was to inform USAID staff about new program initiatives, updated procedures and policies, and to enable USAID staff, partners, and other development practitioners to exchange vital information about program successes and lessons learned, introduce new ideas and technologies, strengthen professional relationships, and encourage multi-sector collaboration.

III.   Agenda Summary

The workshop agenda was designed around four key themes: Economic Development; Education and Training, Policy, Systems, and Technology; Alliances; and Crisis: Working Towards Peace. All workshop sessions took place at the George Washington University's Marvin Center. The format of the five-day workshop included morning plenary sessions, three sessions of concurrent presentations and training throughout the day, and optional lunchtime sessions. In total, five plenary sessions, 37 presentations/training, and three lunchtime sessions were held. Presenters included representatives from USAID Washington and mission staff, US government agencies, private sector companies, partner organizations, development practitioners, academics,

etc. Session topics, which ranged from HIV/AIDS issues to achieving Education For All in underserved areas, fell under one of the four themes. See section IV and the CD-Rom for descriptions of the workshop sessions. Details about the four themes are provided in section V of this report.

IV.   Attendees

Over the course of the week, a total of 520 participants from around the world attended all or part of the "Building Bridges" workshop. Participants included directors, coordinators, and staff of 45 USAID missions and USAID/Washington offices, 90 partner organizations and NGOs, 26 universities, six US government organizations, two embassies, and seven private sector companies. USAID staff and representatives of other participating organizations presented information during the sessions about research and project results, new ideas, pilot projects, etc., as they related to the workshop themes. Primarily USAID staff led the training sessions on new and updated procedures and policies. USAID/Washington and Creative Associates International, Inc., collaboratively managed all organization and logistics for the workshop. Please see the CD-Rom for a list of workshop participants and their organization affiliations.

V.   Themes

The four organizing workshop themes, determined by USAID to be crucial issues in the education sector today, provided the framework and focus for the workshop activities and session topics. In addition, the four themes encompassed varied, yet critical, issues such as the importance of developing curriculum and training that prepares workers with the technological and cognitive skills necessary to positively contribute to the national and global economy; the use of technology as a learning tool; the importance of cross-sectoral collaboration and public/private partnerships; continuing and rebuilding education in conflict and post-conflict situations; and education as a means to achieve peace and understanding.

VI.   Workshop Highlights

Events and sessions that occurred throughout the week of the workshop focused on technical, management, administrative, and general programmatic issues. Some of the highlights were as follows:

Monday
- Director of the EGAT Bureau, John Grayzel, and Assistant Administrator for EGAT Bureau, Emmy Simmons, welcomed the "Building Bridges" participants and emphasized the critical role that education plays in building peace and prosperity in the world. The speakers presented a video from USAID Administrator Andrew Natsios, in which he reinforced the message that education plays a crucial role in sustainable development and all USAID programs and that one factor of success development is mutli-sectoral collaboration and partnerships.

- USAID mission staff attended three training sessions and a working lunch session focused on listening to the concerns of field staff.

- Effective Responses to HIV/AIDS: School-Based Prevention Programs, Implementing Education Decentralization with Accountability, and Global Development Alliance were sessions of particular interest. See the section VI for more detailed information.

Tuesday

- At the plenary session, John Grayzel, Diane Leach, Gary Bittner, and Greg Loos (USAID/Washington) outlined the USAID Education and Training Strategy and opened the floor for discussion. They asked the workshop participants three questions: 1. What do you think of the presentation/strategy? 2. What are your ideas for the strategy? and 3. Where is the evidence to back up experienced opinion (i.e. case studies, stats, expert opinion)?

- Holly Wise facilitated a well-attended lunch session on the Global Development Alliance. She invited a number of representatives from the private sector, including representatives from Microsoft, Sesame Street, and the Aga Khan Foundation, to discuss the development and management of public/private partnerships.

- Effective Responses to HIV/AIDS: The Mobile Task Team and Lifelong Learning Presentations were sessions of particular interest. See section VI for more detailed information.

Wednesday

- At the plenary, John Simon, the Former Deputy Administrator PPC, Director for Development Issues National Security Council spoke about the Millennium Challenge Account.

- The Youth Factor, E-Learning for Development, and A Healthy Child in a Healthy School Environment: Innovation and Progress in School Health and Nutrition in Zambia were sessions of particular interest. Please see section VI for more detailed information.

- USAID awarded James Silberman the first biennial James Silberman Award in Celebration of Achievement and Innovation in Foreign Assistance Programs during lunch. Mr. Silberman talked about the Marshall Plan Study Tour Program, which he helped design and implement, and answered questions.

Thursday

- George Ingram, Global Education Alliance; Jeff Weiss, Creative Associates International Inc.; David Liner, Bureau for Legislative and Public Affairs, USAID; Libby Turpen, Office of US Senator Brownback (R-KS); Mary Ellen McGuire, Office of Senator Dodd; and Charlie Flickner, House Committee on Appropriations, Office of Congressman Coleman, participated on a panel about

the importance of communication between the Hill and the development community. Please see the section VI for more information.

- Many of the sessions were devoted to covering new USAID policies and procedures as well as measuring learning outcomes, curriculum relevancy, Education For All (EFA), and knowledge management.

Friday
- Wendy Chamberlain, Deputy Administrator, USAID/ANE Bureau and Akbar Ahmed, Ibn Khaldun Chair of Islamic Studies and Professor of International Relations, American University, argued for US support of strengthening education in the Muslim world during the Friday morning plenary. This plenary session was one of the best attended and received by participants. In particular, Professor Ahmed's comments about the importance of US action regarding education in the Muslim world underscored the urgency and tenuousness of the situation.

- Monique Bidaoui, USAID/Morocco; Vijitha Eyango, USAID/Asia Near East Bureau, USAID/Washington; Frank Dall, Revitalization of Iraqi Schools and Stabilization of Education (RISE) project, Creative Associates International, Inc., and Katy Anis, Afghanistan Primary Education Program, Creative Associates, presented case studies on education efforts in Muslim communities. Participants engaged in useful, open discussion on the issues raised by the presentations, such as USAID money used to support religious-based institutions like madrassah schools, curriculum development, girls enrollment, parental involvement, cultural sensitivity, etc.

VII.   Sessions of Particular Interest

The workshop sessions were comprised of a wide range of topics, ranging from USAID staff training on policies and procedures to topics such as education in Muslim communities and youth development. Below are summaries of ten sessions, which showcase the depth and breadth of the workshop presentations. These ten sessions were highlighted based on general participant interest in the session topics as determined by attendance, discussion with participants at the workshop, and discussion between USAID/Washington staff and Creative Associates International, Inc.:

Session: Effective Responses to HIV/AIDS: School-Based Prevention Programs
Day: Monday, August 11, 2003
Time: 11:00 am-12:30 pm
Type of Session: Panel Discussion

Presenters:
Cheryl Vince Whitman, *Senior Vice President, Education Development Center, Inc. (EDC) and Director, and Director, Health and Human Development Programs, Education Development Center, Inc.*
Tijuana James-Traore*, Consultant, YouthNet*

Joan Woods, *HIV/AIDS Advisor, USAID/Malawi*

Summary: School-based HIV/AIDS prevention programs are increasingly considered an important tool in the fight against this pandemic. This panel provided a technical update on effective school-based programs. Dr. Cheryl Vince Whitman presented a state-of-the-art overview on skills-based health education and its application to HIV/AIDS, drawing from the paper that EDC prepared for WHO and UNICEF. Ms. Tijuana James-Traore shared the findings of a review of teacher training curricula for HIV/AIDS prevention in sub-Saharan Africa. She also highlighted the essential components of an effective teacher training curriculum and the characteristics of those best suited to teach sexual and reproductive health and HIV/AIDS prevention education. Dr. Joan Woods focused on the delivery of school-based programs in Malawi with special attention to curriculum development and teacher training.

Session: Implementing Education Decentralization with Accountability
Day: Monday, August 11, 2003
Time: 11:00 am-12:30 pm
Type of Session: Panel Discussion

Presenters:
Jeffrey Puryear, *Co-director, PREAL*
Victor Bandeira de Mello, *American Institutes for Research (AIR)*
Joshua Muskin, *WorldLearning*

Summary: Education decentralization offers the hope of greater accountability and increased demand for improved education performance, but its success depends on three key elements: 1. transparent information on school financial and academic performance; 2. participatory mechanisms, which ensure that parents and civil society have an effective voice; and 3. adequate incentives for good performance. This session described experiences with providing information and ensuring participation. The presentations stimulated a broader discussion on education decentralization and accountability. Through presentations and discussions, the participants learned more about these three key elements and how to encourage their development within the context of education decentralizing efforts. Of specific concern during the discussion was how to integrate various stakeholders' perspectives into the decentralization process, from the Ministry of Education at the national level down to the parents and teachers at the local level.

**Sessions: Global Development Alliances and Lunch Session with Corporate
            Partners**
Day: Monday, August 11, 2003 and Tuesday, August 12, 2003
Times: 2:00 pm-3:30 pm and 12:30 pm-2:00 pm
Type of Session: Panel Discussion

Presenters:
Holly Wise, *Senior Foreign Service Officer, USAID/Secretariat Director for the Global Development Alliance* (both sessions)
Robert Knezevic, *Assistant Vice President of International Development for Sesame St.* (lunch session only)

Tim Magner, *Director for K-12 Development, Microsoft* (lunch session only)
Ikbal Noor Ali, *Aga Khan Foundation* (lunch session only)
Steven Jordan, *National Chamber of Congress, Center for Corporate Citizenship* (lunch session only)

Summary of GDA Session: Within USAID, a dramatic new initiative known as the Global Development Alliance (GDA) mobilizes the ideas, efforts, and resources of government, business, and civil society to stimulate economic growth, develop businesses and workforces, address health and environmental issues, and expand access to education and technology. Announced by Colin Powell in May 2001 and launched in January 2002, GDA increases the impact of the public and private sectors by combining the strengths of a multiplicity of stakeholders to focus on mutual challenges. Holly Wise has led the development and integration of this new business model in USAID. In her presentation, Ms. Wise spoke about ways to utilize public-private sector alliances in development work and the salience of GDA to education and workforce development programs. Ms. Wise outlined various elements of the GDA strategy, including what is GDA and what it is not, how GDA operates, what corporations bring to the table, and how to start a GDA. She also discussed the GDA cycle (basic questions and issues that must be addressed at the beginning of the process); different types of GDA; alliances at various bureaus (i.e. health and education); GDA in education (i.e. Egypt—partnership with Sesame St. that currently has 21 partners, Jordan—partnership with local NGO, Save the Children, USAID, Junior Achievement, and Citibank, Latin American and Caribbean Region—IT training for youth supported by Nokia and Lucent, etc.); and challenges and benefits of GDA.

Summary of Lunch GDA Session: Holly Wise facilitated a conversation with four representatives from the private sector to explore approaches to building public private alliances. Among the questions she asked were: What are the keys to success for public and private sectors working *well* together? What can be challenging? What are some of the stumbling blocks? What is effective? How are public private alliances viewed by your foundation's or corporation's top management? If your institution were considering USAID as a partner in funding an alliance, what would it consider as USAID's assets and what would be the liabilities? What are some of your observations in convening and managing alliances? How has your institution looked for and selected partners? How would it respond to or react to being approached by USAID? What's the best way to approach the private sector? Each representative answered Ms. Wise's questions using his or his company's experience with public/private partnerships.

Session: Effective Responses to HIV/AIDS: The Mobile Task Team
Day: Tuesday, August 12, 2003
Time: 2:00 pm-3:30 pm
Type of Session: Panel Discussion

Presenters:
Peter Badcock-Walters, *Health, Economics, & HIV/AIDS Research Division (HEARD), Mobile Task Team (MTT), University of Natal*
Jonathan Godden, *Health, Economics, & HIV/AIDS Research Division (HEARD), Mobile Task Team (MTT), University of Natal*

Summary: Peter Badcock-Walters and Jonathan Godden presented on the Health Economics & HIV/AIDS Research Division's (HEARD) Mobile Task Team's (MTT) collaboration with African ministries of education in response to the effect of HIV/AIDS on African education systems. The MTT was initiated in 2000, in association with USAID. The key objective of the MTT is to help empower African ministries of education and their development partners to develop a systemic, sustainable response to the impact of HIV/AIDS on education through effective management and mitigation. The MTT approach signals an important move away from the widespread assumption that HIV/AIDS is exclusively a public health issue, and addresses the pandemic both as a development issue and the largest single management challenge facing education. Participants received a technical update on the impact of HIV/AIDS on the educational system in Africa and also learned how the MTT has responded, what MTT members have learned in the process, and what challenges remain ahead. The presenters argued that holistic analysis is needed, responses must be prioritized, and the crisis must be used to develop serious system reforms.

Session: Lifelong Learning
Day: Tuesday, August 12, 2003
Time: 2:00 pm-3:30 pm
Type of Session: Presentation and Discussion

Presenter:
Beth Gragg, *World Education*

Summary: In this presentation, Ms. Gragg spoke on the topic of lifelong learning and led a group discussion on the definition and goals of lifelong learning programs. Ms. Gragg argued that lifelong learning programs should support learners in acquiring useful and valuable skills, knowledge, and attitudes and help them develop the ability to apply these competencies to non-classroom settings. The goal of lifelong learning programs should be to help learners acquire the ability to transfer and apply skills to a variety of situations. Ms. Gragg also reviewed two cases studies: one on field schools in Cambodia, and one on Ghanaian teacher training colleges that are focused on HIV/AIDS programs in education. The participants were divided into small groups to analyze and discuss the case studies and then reconvened for a large group exercise focused on discussion questions about the case studies.

Session: The Youth Factor
Day: Wednesday, August 13, 2003
Time: 11:00 am-12:30 pm
Type of Session: Panel Discussion

Presenters:
Paul Sully, *Project Director, Education Development Center, EQUIP , Education Development Center*
Ashok Regmi, *YouthActionNet Coordinator, International Youth Foundation*
Kate O'Sullivan, *Director, PEPNet for Programs, National Youth Employment Coalition (NYEC)*

Alan Zuckerman, *Former Director of NYEC, currently with PEPNET in South Africa*
Marilyn Felt, *Director, Global Learning Group, Educational Center for Development*
Alfred Nakatsuma, *Supervisory Office, USAID/Washington, Private Enterprise*
Sharon Morris, *Senior Advisor/USAID/Washington, Office of Conflict and Mitigation*

Summary: The focus of this session was on reaching out-of-school youth. The session consisted of a few brief presentations, Q & A, and open discussion. Case studies from Brazil, Honduras, South Africa, Namibia, Ethiopia, and other countries were presented and set the context for a new mechanism, EQUIP 3, which will guide much of the development of policies and programs for out-of-school youth. The presentations also examined examples of activities in youth employment, youth service, and alternative education strategies. Participants learned about issues of out-of-school youth that can be addressed by missions (i.e., unemployment, traumatic stress disorder, microenterprise, etc.), received a framework for beginning the analysis of the education and training needs and responses for out-of-school youth, and were inspired by the many examples of youth work provided by the speakers.

Session: E-Learning for Development/CISCO Systems
Day: Wednesday, August 13, 2003
Time: 2:00 pm-3:30 pm
Type of Session: Panel Discussion

Presenters:
Kent Noel, *Education Advisor, USAID/Zambia*
Jennifer Rodine, *USAID/Washington, Manager, Electronic Resource Center*
Megan Kendall, *CISCO Networking Academy*
William Wright, *Project Director, Dot-Ed*

Summary: USAID has pioneered many education programs over the past four decades using technology in new ways to increase learning and change behavior. Multi-media campaigns promoted oral rehydration therapy. Radio increased the quality of primary education and supported improved infant feeding. Information and communication technology (ICT) today has evolved to allow such applications as interactive radio instruction for out-of-school youth, computer-mediated distance learning for teacher professional development, and multi-media CD-ROM technology to develop bilingual teacher-training materials and business plans for health-related NGOs. Education systems in developing countries are directly impacted by technology-mediated interventions like these that focus on improving the quality and reach of teaching and learning, as well as developing technical employment skills. During this presentation, participants discussed the use of technology in various countries including Zambia, where interactive radio programming is being used to educate out-of-school children and orphans about HIV/AIDS. In addition, presenters discussed the CISCO Networking Academy Program, which supports networking training centers and training programs. Participants also watched a video and examined the effect that mission programs, the changing economy, and new technologies have on e-learning from the perspective of USAID-funded programs across sectors and from ICT industry leaders.

Session: A Healthy Child in a Healthy School Environment: Innovation and Progress in School Health and Nutrition in Zambia
Day: Wednesday, August 13, 2003
Time: 4:00 pm-5:30 pm
Type of Session: Panel Discussion

Presenters:
Kent Noel, *Education Advisor, USAID/Zambia*
Winnie Chilala, *Deputy Education Advisor, USAID/Zambia*
Paul Freund, *School Health and Nutrition Program Coordinator, CHANGES Programme, Creative Associates International, Inc.*
J.B. Chilaka, *Provincial Education Officer, Eastern Province, Zambia*

Summary: This session provided an overview of the best practices and lessons learned from the CHANGES Programme, a cross-sectoral, inter-ministerial initiative under the Zambian Ministry of Education that focuses on school health and nutrition. Through the program, teachers are trained to identify and treat students for bilharzia and other types of worms, as well as micronutrient deficiencies, and incorporate health education and HIV/AIDS prevention lessons into the curriculum. Participants learned about the CHANGES Programme experience in establishing the project, conducting training, and measuring impact. Presenters discussed the benefits of implementing a school health and nutrition program through an education mechanism versus a health mechanism, the importance of multisectoral collaboration from national to local levels, and ways the program could be useful in other contexts. Presenters also reviewed the pilot project design process, and set-up and implementation activities.

Session: Plenary—Perspectives from Capitol Hill
Day: Thursday, August 13, 2003
Time: 9:00 am-10:30 am
Type of Session: Panel Discussion

Presenters:
George Ingram, *Global Education Alliance*
Jeff Weiss, *Creative Associates International Inc,*
David Liner, *Bureau for Legislative and Public Affairs, USAID*
Libby Turpen, *Office of US Senator Brownback (R- KS)*
Mary Ellen McGuire, *Office of US Senator Dodd*
Charlie Flickner, *House Committee on Appropriations, Office of Congressman Coleman*

Summary: Capitol Hill staff and advocates provided insightful perspectives on how the political process functions and how the process results in funding for development assistance and education programming. It primarily focused on examining what development practitioners can do to communicate effectively with policy stakeholders. Presenters discussed why the connection between the political process and funding for development assistance is important to understand, specifically for the continuation and improvement of education and training activities in the developing world. The discussion centered around strategies for communicating the importance of funding to Hill staff and Congress through showcasing results, facilitating site tours, publicizing successful case

studies, etc. The stated challenge was that the development community must take education and make it relevant to development in terms that the Hill can understand and value. USAID must collaborate across sectors and demonstrate the effectiveness of its development programs to Congress.

Session: Plenary—Strengthening Education in the Muslim World and Education in Muslim Communities Session
Day: Friday, August 15, 2003
Time: 9:00 am-10:30 am and 11:00 am-12:30 pm
Type of Session: Plenary and Panel Discussion

Presenters:
Wendy Chamberlain, *Deputy Administrator, USAID/ANE Bureau* (plenary only)
Akbar Ahmed, *Ibn Khaldun Chair of Islamic Studies and Professor of International Relations, American University,* (plenary only)
Monique Bidaoui, *Education Officer, USAID/Morocco* (session only)
Vijitha Eyango, *Education Officer, Asia Near East Bureau, USAID/Washington Indonesia* (session only)
Katy Anis, *Program Associate, Afghanistan Primary Education Program, Creative Associates International, Inc.* (session only)

Summary of Strengthening Education in the Muslim World Plenary: Events of the past two years have caused us to take a closer look at the role of education as a deterrent to terrorism. How do we support and strengthen education systems in the Muslim world without becoming cultural imperialists? How do we better understand the relationship between secular and religious education in a diverse, multi-faceted Muslim context? What are the key considerations and most desired results? At this plenary, Professor Akbar Ahmed spoke about his insight on these issues and suggested approaches USAID should consider. He emphasized that education is essential to address the problems in the Muslim world and that it is urgent that USAID take action. He recommended three concrete steps for USAID to follow: 1. Develop a new syllabus for use in the Muslim world that includes classical and modern elements of Islam. It can be developed by Muslims that live both in and outside the Muslim World, including in America; 2. Develop new teacher training programs for the Muslim world; and 3. Host conferences both in the US and in the Muslim world to facilitate dialogue on Muslim education amongst many faiths and nationalities. Wendy Chamberlin also spoke about the madrassah education system in Pakistan, the importance of holding USAID projects to strict guidelines, and implementation of grassroots strategies. She argued that there is no cookie-cutter approach to education in the Muslim world, but that the following elements should be considered: access, especially for girls; quality; child-centered learning; decentralization to the grassroots level; parents; pressure on governments politically through ambassadors; the need to invest more money in education; and partnerships with the private sector.

Summary of Education in Muslim Communities Session: This session provided an opportunity to learn more about approaches that have been used and found effective in a variety of countries. The panel members fortified and described the dynamics of effective USAID education activities and programs in Muslim communities across the different

regions, emphasizing the fact that each approach must be specialized to fit the specific cultural context and needs of that Muslim community. One solution does not fit each community. The panelists discussed case studies from various countries, including Nigeria, Indonesia, Morocco, Afghanistan, and Iraq.

VIII. Conclusion

The strategic importance of supporting educational development around the world is urgent, and USAID plays a major role in developing, designing, and implementing relevant and successful education programs. The "Building Bridges to Peace and Prosperity: Education and Training for Action" 2003 workshop provided USAID staff, partners, and additional development practitioners with a venue through which they exchanged vital information about program successes and lessons learned, introduced new ideas and technologies, strengthened professional relationships, and encouraged multi-sector collaboration. These opportunities are keys to the success of USAID's education policy, and the "Building Bridges" workshop supported this mission.

Annexes :

A.   CD Rom—includes workshop agenda, list of participants, contact details for presenters, session descriptions, and PowerPoint presentations.